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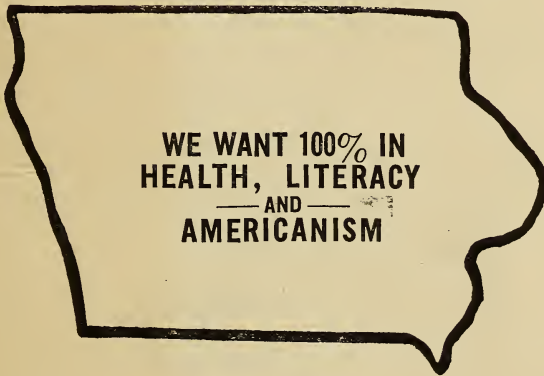
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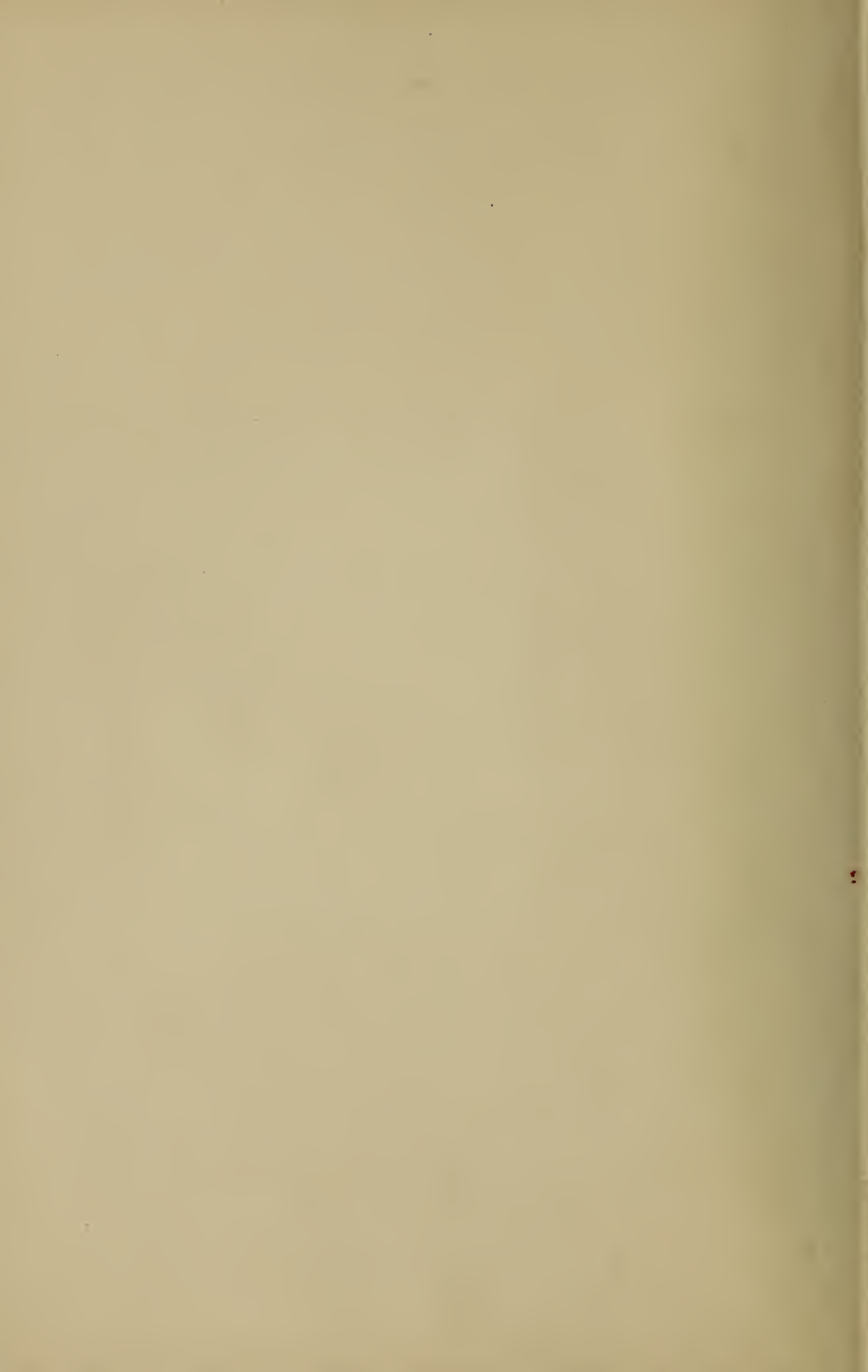
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Public Evening Schools



ALBERT M. DEYOE
Superintendent of Public Instruction

Published by
THE STATE OF IOWA
Des Moines



Issued by Dept. of public instruction.

STATE OF IOWA
1918

Public Evening Schools

**We Want 100% in Health, Literacy
and Americanism**

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ALBERT M. DEYOE
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FOREWORD

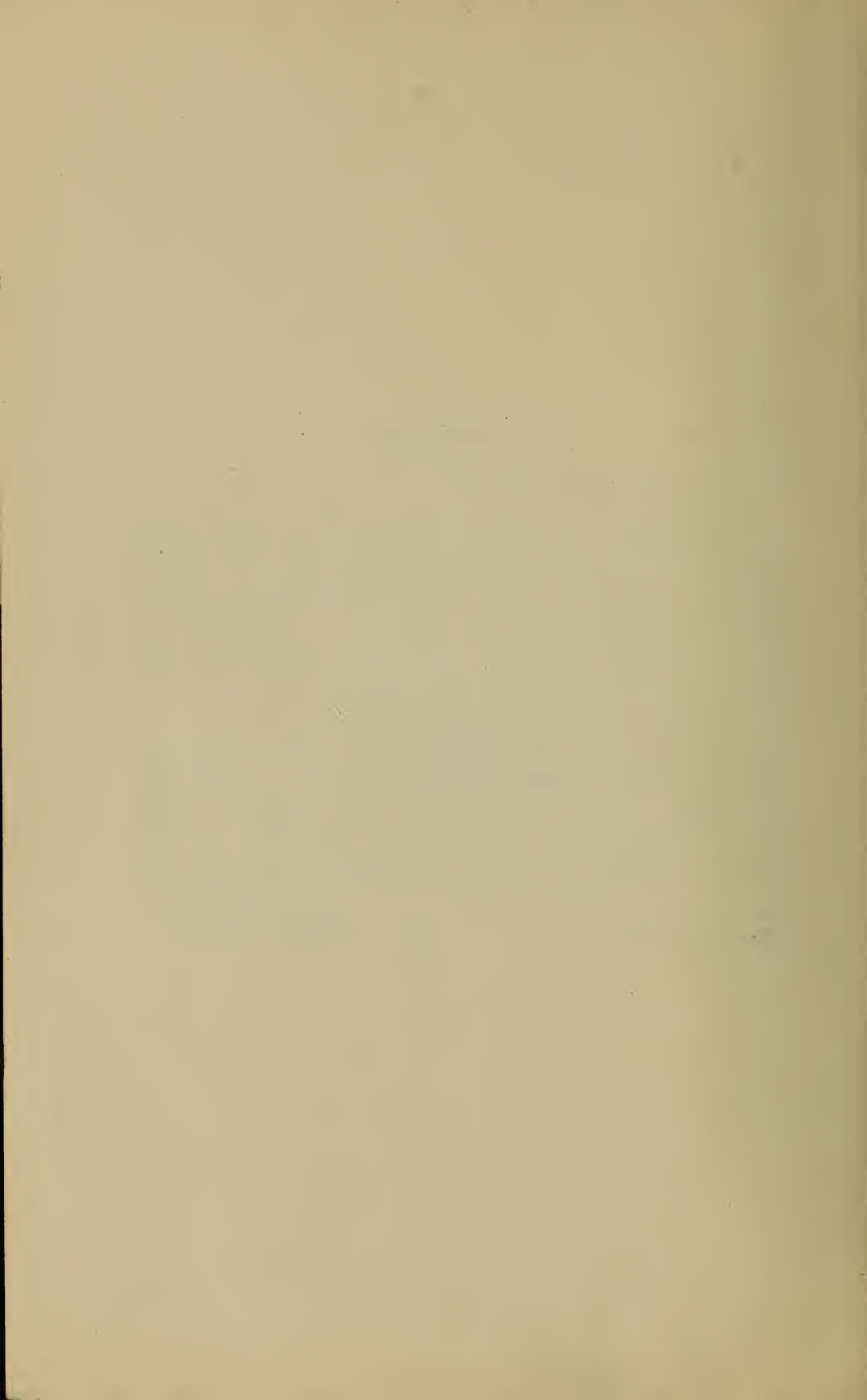
To School Officers and Patrons:

This Bulletin is prepared for the purpose of encouraging the organization of evening schools as the most feasible method of providing public school advantages for employed youthful workers and adult non-English speaking residents. Schools of this type may be as necessary in rural districts as in town and city localities. There is great need of the establishment of evening schools in mining communities and where some lines of manufacturing are carried on.

The selective draft has revealed some surprising facts regarding the number of illiterates and the extent of social diseases. A campaign should be started at once to wipe out these conditions. We are of the opinion that competent teachers may be found among those regularly employed in the day schools. Lectures on hygiene and personal purity may well be given occasionally to evening classes by leading local physicians.

December, 1918.

A. M. DEYOE,
Sup't of Public Instruction.



EVENING SCHOOLS

(By B. W. Hoadley, Inspector of Graded and High Schools.)

WHY HAVE THEM—

The chief needs for having evening schools may be summarized as follows:

1. To remove illiteracy.
2. Every one should be required to learn to read, to write, and to speak the English language.
3. To train youthful and adult workers who have had but limited opportunities.
4. To aid pupils with the kind of instruction that will enable them to gain a better livelihood and become more desirable as members of society in the communities in which they live.

No better test of loyalty to America can be made than the spirit manifested in meeting these requirements.

Neglected opportunities, the desire to become wage earners, simple indifference, a lack of real, connected interest between every-day life and the work of the school are among the most vital reasons why many young people give up the advantages of an education to become workers for wages without having had the elements of a practical education.

In many instances the organization of classes in evening school work serves to re-awaken in the minds of the young people the desire for a more complete education before the last chance is gone. Again, if the chances for gaining an education along industrial lines in the day public school have been allowed to slip away, then the only hope for such training is in the trade schools or in the part-time day schools or in the evening schools. Such schools are primarily for those who are employed during the day.

IOWA LAW

The Thirty-seventh General Assembly of the State of Iowa thought well of the public evening school proposition, or it would not have passed the following:

"Section 1. The school board of any organized school district within the state is hereby authorized and empowered under the control and supervision of the city or county superintendent, to establish and maintain public evening schools as a branch of the public schools when said school board shall deem advisable for the public convenience and welfare, and said evening schools shall be available to all persons over sixteen (16) years of age, who from any cause are unable to attend the public day schools of such district."

"Section 2. Whenever in any organized school district within the state there shall be residing ten or more persons over sixteen (16) years of age who desire instruction at an evening school in the common branches, it shall be the duty of the school board of such organized school district to establish and maintain an evening school for such instruction throughout a period of not less than three months of every school year and for not less than two hours at least two times each week during the term of such evening school, which school shall be under the control and supervision of the city or county superintendent."

According to the Iowa census of 1915, the several counties of the state have the following number of illiterates, ten years of age and over, with the percentage of illiteracy for each, as follows:

Counties—	Total 10 years old and over illiterate.		Per cent illit- erate	Counties—	Total 10 years old and over illiterate.		Per cent illit- erate
	Males	Females			Males	Females	
Adair	48	37	.74	Johnson	52	54	.48
Adams	22	16	.44	Jones	131	42	1.12
Allamakee	59	70	.93	Keokuk	114	81	1.15
Appanoose	607	376	4.24	Kossuth	71	42	.61
Audubon	22	13	.36	Lee	236	192	1.36
Benton	56	29	.44	Linn	257	131	.67
Black Hawk	180	79	.59	Louisa	38	16	.53
Boone	88	62	.64	Lucas	82	40	1.03
Bremer	51	39	.67	Lyon	26	21	.41
Buchanan	51	35	.55	Madison	61	26	.71
Buena Vista	31	36	.49	Mahaska	188	159	1.47
Butler	41	46	.67	Marion	205	122	1.72
Calhoun	39	30	.49	Marshall	896	486	5.15
Carroll	41	28	.42	Mills	275	202	4.06
Cass	39	24	.40	Mitchell	27	16	.37
Cedar	28	20	.34	Monona	71	32	.77
Cerro Gordo	284	106	1.53	Monroe	339	253	3.03
Cherokee	56	33	.68	Montgomery	38	18	.41
Chickasaw	36	27	.50	Muscatine	157	120	1.17
Clarke	22	19	.47	O'Brien	26	15	.28
Clay	37	16	.46	Osceola	25	21	.59
Clayton	84	77	.81	Page	117	60	.90
Clinton	248	102	.93	Palo Alto	29	22	.45
Crawford	61	53	.71	Plymouth	64	31	.51
Dallas	192	76	1.32	Pocahontas	47	46	.77
Davis	94	57	1.46	Polk	909	728	6.58
Decatur	104	51	1.17	Pottawattamie	286	172	1.01
Delaware	69	39	.74	Poweshiek	90	52	.89
Des Moines	214	138	1.18	Ringgold	53	26	.77
Dickinson	13	17	.41	Sac	37	18	.41
Dubuque	152	116	.54	Scott	298	131	.79
Emmet	17	16	.38	Shelby	30	23	.41
Fayette	116	73	.82	Sioux	66	49	.60
Floyd	78	38	.79	Story	47	24	.35
Franklin	48	17	.53	Tama	146	157	1.67
Fremont	78	31	.87	Taylor	76	35	.85
Greene	50	36	.68	Union	54	53	.77
Grundy	36	25	.57	Van Buren	64	49	.95
Guthrie	46	21	.47	Wapello	172	116	.94
Hamilton	50	33	.52	Warren	45	37	.56
Hancock	37	32	.65	Washington	61	62	.77
Hardin	41	42	.46	Wayne	59	28	.67
Harrison	76	39	.61	Webster	228	166	1.30
Henry	56	25	.56	Winnebago	27	22	.48
Howard	45	29	.68	Winneshiek	68	63	.74
Humboldt	27	17	.43	Woodbury	786	495	1.94
Ida	12	14	.28	Worth	26	16	.45
Iowa	55	50	.71	Wright	29	18	.30
Jackson	48	36	.51				
Jasper	92	80	.79	Total	11,380	7,359	1.00
Jefferson	74	50	.91				

While Iowa has a low per cent of illiteracy, the lowest in the United States, it is not expecting too much if we plan to do away with even that. Plans to eliminate illiteracy are being perfected in other states and Iowa cannot be true to her best interests if she neglects to provide for even a greater reduction in illiteracy, for the period 1910-1920, than was made in the period 1900-1910, when the reduction was 53%.

Getting the National Idea will Help—

Lieutenant Bierman stated it in an expert way in his paper, The Decorah Journal, when he said:

"To those of us lucky enough to be born in America, American citizenship should be a source of great pride. To those born abroad, who like Saint Paul of old are naturalized, American citizenship should be a great prize. It should not be forced on anyone. No one should get American citizenship who is not willing to work for it. No one should have it who does not look upon it as a great honor. No one should have American citizenship who is not proud to say, 'I am an American.' No one should have it who says, 'I am a Norwegian,' 'I am a German,' 'I am an Irishman,' 'I am a Bohemian.'

"America is more a nation and less a conglomeration of colonies today than ever before. Each day of war makes us more of a nation. When the boys in olive drab come marching home they will be a big army of evangelists for Americanism, unalloyed and untainted. They will be a big army of public opinion in every township in America frowning on foreign language in our schools, colleges, pulpits and press. If they do their patriotic work at home, after the war, as well as they are doing it in the battle areas of France now, the next generation in America will be Americans, not a collection of colonists and pilgrims."

The study and acquirement of a practical use of the English language should be made mandatory in the elementary schools of every description in the United States. When this has been accomplished there will be no ground for complaint if other languages are studied and their use acquired in our high schools, colleges and universities.

AMERICANIZATION—

Every person born in this country should be thoroughly American. In too many instances this has not been the case. The person who comes to this country expecting to be protected by it, live under its influences and profit by its economic and social advantages should be loyal to the United States.

Successful Farming has well said, in a recent editorial comment: "We should encourage the use of the American language by teaching it to every man, woman and child who wishes to make this land home. We can make our schools thoroughly American in spirit and in teaching, and give ample opportunity to foreign adults to learn the language. In fact, if we withhold citizenship until each applicant can speak and read our language in a limited way, we have taken all the steps necessary to make the United States a better melting pot than it has ever been."

Roosevelt was never in a better attitude toward our country than when he said: "No one should be naturalized who cannot read and write our language. Every immigrant should

be given the opportunity to attend free night or day school, and if at the end of five years he cannot read and write the language of the Declaration of Independence and of Lincoln's Gettysburg speech, he should be denied citizenship."

We would compel no one to be an American citizen, but the individual who does not honor his citizenship should be deprived of every pretense of it. Every vote cast in any election in this country should be cast *by* an American and *for* an American.

Here, then, lies one great purpose of the evening or night school—to make of every person within the confines of this country as efficient a workman as possible, to learn the English language and familiarize himself with the purposes and methods of our government.

One patriotic American would hold American social organizations very much responsible for the future of the immigrant, as is shown when he said:

"The immigrant comes here almost unprotected; he does not, as a rule, know our language; he is wholly unfamiliar with our institutions, our customs, our habits of life and ways of thought, and there are, I am sorry to say, great numbers of evil and wicked persons who hope to make their livelihood by preying on him. No greater work can be done by a philanthropic or religious society than to stretch out the helping hand to the man and the woman who come here to this country to become citizens and the parents of citizens, and therefore to do their part in making up, for weal or for woe, the future of our land. If we do not take care of them, if we do not try to uplift them, then as sure as fate our own children will pay the penalty."

Benevolent institutions and philanthropic societies in America have done an excellent service toward the immigrant, but the state and Federal governments must become the real leaders in the movement to Americanize the foreigner if he is to be assimilated by our best social, moral, educational and economic organizations. In fact, it has been determined that this has become a civic necessity.

SOME DIFFICULTIES TO BE OVERCOME—

Many a farm laborer will refuse to yield to the spirit of weariness that usually follows a day of toil if he can be made to see that he is daily gaining something that will be valuable to him. It may be that the "natural pleasure motive" may be

somewhat affected, but the best Community Center Idea would blend all of the best human qualities into possibilities for local betterment.

There may be rural communities in Iowa where it is opportune to hold evening schools. In all such schools it will be well to hold aloof from all commercialized agencies "that cater to the inherent human desire for pleasure and amusement."

EVENING SCHOOL IN RURAL COMMUNITIES—

A quotation from the American Review, as it appeared in the issue of September, 1915, would now seem to have been written as a prophesy that had come true:

"We have been chiefly concerned with granting papers in accordance with technical requirements and very little concerned with what the new citizen knew or thought or felt about America.

"It has come with a distinct shock to many Americans that the hold of the mother country is so strong among even the sons and daughters born here of foreign-born parents. The fact remains that this so, that it is more widespread than we know and in case of war we would have in this country, if not actual traitors, a division of forces such as would make victory precarious in any aggressive prolonged warfare. It by no means follows that it would be 'America First' with many thousands who would prefer to cavil and criticize rather than to act.

"We need first to make English the universal language—the passport to American institutions and industries. However valuable for art and literature the mother tongue may be, English is the current language of America, and we should insist upon it everywhere, if necessary making its non-acquirement a ground for deportation after a suitable period and facilities have been given for its attainment.

"Second, we should man our vital industries with loyal citizens about whose 'America First' there can be no doubt, and should give every alien a chance to become naturalized, with a full understanding of what that means, and provide adequate punishment for violation of the oath of allegiance.

"Lastly, we should proceed to raise the standard of living without waiting for strikes and riots. Now is the time to eliminate that American product, the padrone, who controls the movements, living conditions, and votes of his industrial vassals. Now is the time for government employers to look for causes of unrest and industrial conflict and to remedy them at the earliest possible moment.

"If we begin these three elementary things—the acquirement of a common language, the increase in a sound, loyal citizenship and the removal of the causes of industrial and social unrest, we may still be able to stem the tide and put into the hands of the alien at least the instruments by which he can acquire an understanding of and love for America."

CLASSIFICATION.

Those who desire to attend evening schools can best be taught in groups, viz.—

Group One. Grade School Classes in all grades, first to eighth. In this group should be placed all those who have not finished the grade work of the public schools. Regular eighth grade certificates should be issued to all those who creditably finish the work. Courses of study similar to those pursued in regular day schools should be followed; depending, of course, upon local conditions.

Group Two. American Citizenship.

1. **For Beginners' Classes.** Should be made up of pupils who speak no English or very little. Emphasis should be placed on the English.

Bibliography. Mintz "First Reader for New American Citizens," Macmillan Co., N. Y. Hulsof "Reading Made Easy," Hinds, Noble & Co., N. Y.

2. **Intermediate Classes.** Should be made up of pupils who speak some English well, or considerable English rather badly, or who have had some school or private training in the language.

Bibliography. Roads "Studies for Immigrants," The Abingdon Press, N. Y. Roberts "Readings in History, Industries, etc.," Association Press, N. Y.

3. **Advanced Classes.** Should be made up of pupils who speak considerable English well, and who wish to acquire fluency and perfection. This class should give some attention to the literary elements of the English language.

Bibliography. Grace "100 Lessons in English," S. S. Grove, N. Y. Beshgeturian "Foreigner's Guide to English," Immigrant Publication Society, N. Y. Berlitz "Business English," M. D. Berlitz, 30 W. 34th Street, N. Y. Krause "The Direct Method in Modern Languages," Chas. Scribner's Sons, N. Y. Howe "Modern City and its Problems," Chas. Scribner's Sons, N. Y. Riis "The Making of An American," Macmillan Co., N. Y. Allen "Civics and Health," Ginn & Co., Chicago. McBrien "America First," American Book Co., Chicago.

The immigrant must be given a working knowledge of American geography and civics, also a ready command of the English language if he is ever to be saved from always remaining an alien.

- (a) Mixing of nationalities creates classroom problems and accentuates foreign mental attitudes. If necessary, on account of small numbers, nationalities of common racial origin may be grouped together, such as Poles, Slavs, Russians and Ruthenians, or Italians, French, Spanish and Portuguese. This classification does not apply to advanced pupils, and under some circumstances need not be applied to intermediate pupils.

(b) Illiterates should be separated from literate pupils, uneducated or deficiently educated from educated and cultured pupils.

(c) Emphasis should be laid upon the teaching of American civics.

Group Three. Business Course. This course is for those who desire to pursue courses in bookkeeping, typewriting, shorthand, penmanship and business English. Such a course will be best adapted to those who are employed in business houses and offices and come for practice and general improvement.

Group Four. Woodworking and Cabinet Making. This should be a course of work where the problems of home furniture making are emphasized, since it is quite the general idea to try to make real home-making citizens of the immigrants especially. This work should be under the charge of an expert wood-worker. The work should be hand work.

SESSIONS.

Regular. Sessions of evening school should not exceed three times per week for physical, mental, economic and social reasons, and should be convened on Monday, Wednesday and Friday evenings. The 3 evening-per-week combination should never exceed $1\frac{1}{2}$ hours. A standard session would be from 7:30 to 9 P. M.

Social. Social sessions are recommended for each evening school; the same to be held every two weeks, for the purpose of providing entertainment with folk dances, music, lectures, and other forms of wholesome recreation and instruction. To keep the boys from the pool halls, railroad depots and yards, river fronts and business districts, is what is most desired.

INSTRUCTION.

Special—The teacher who is to give instructions to foreigners should be selected for the following reasons:

First. Known ability to teach immigrants.

Second. Previous experience in teaching immigrants.

Third. Preparation for teaching foreigners.

Fourth. Maintain appreciative and sympathetic attitude toward those to be instructed.

Fifth. Natural bearing or personality.

Sixth. Command of certain forms of foreign speech necessary in order to meet the demands of local conditions.

Seventh. It is much to be preferred that male instructors be selected to teach men and female teachers to instruct women.

General—The teacher for evening school work, generally speaking, should be one who has been unquestionably successful in day school teaching.

KINDS OF CLASSES AND QUALIFICATIONS OF TEACHERS FOR WHICH FEDERAL AID CAN BE SECURED UNDER THE SMITH-HUGHES LAW IN EVENING SCHOOLS.

(By J. V. Lynn, Supervisor Trade and Industrial Education.)

In February, 1917, Congress passed the Smith-Hughes Act in support of vocational education, whereby each state is eligible to receive sums of money in proportion to its population. This fund for the State of Iowa is in the hands of the State Treasurer, and when certain conditions and requirements as to the kind of work taught and the kind of teacher employed have been met, is paid to local school boards in amounts equal to fifty per cent of the salary of the evening school teacher thus employed. The State Board for Vocational Education is the body which, in co-operation with the Federal Board of Vocational Education, sets these standards, visits the classes in operation, and issues the warrant upon the State Treasurer for reimbursement out of the Federal Fund.

WHAT SCHOOLS ARE ELIGIBLE.

Any local school board, if conducting an evening school class according to the following conditions, is eligible for reimbursement:

1. Subject taught must be directly supplemental to the daily employment of each member of the class. In the smaller communities where not enough tradesmen are present to form a separate class in any one trade, it is possible to have men of allied trades come together in a course which is directly supplemental to their several employments, as for example, a course in reading architectural drawings and detail sketching, for carpenters, bricklayers, plumbers, and electricians engaged in the building occupation. Classes may be given in both shop work and related subjects, or either one may be offered without regard to the other.

2. All members of the class must be sixteen years of age or over.

3. If shop work is given, it must entail equipment which is standard in the trade or industry.

4. Related subjects such as drawing, mathematics, and science, must be vitally related to the employment.

5. All work must be less than college grade.

6. Class sessions must be two hours in length for shop and laboratory work, and one hour in length for lecture work. Courses may be "unit courses" of from six to fifteen or more lessons.

7. The teachers of shop work must be experts in their trade, and have ability to impart their knowledge successfully. They must be graduates of at least a common school.

8. Teachers of related subjects must be graduates of a technical school or its equivalent.

9. Teachers of home economics or agricultural classes must be graduates of accepted institutions, or have sufficient practical experience to merit approval by the State Board.

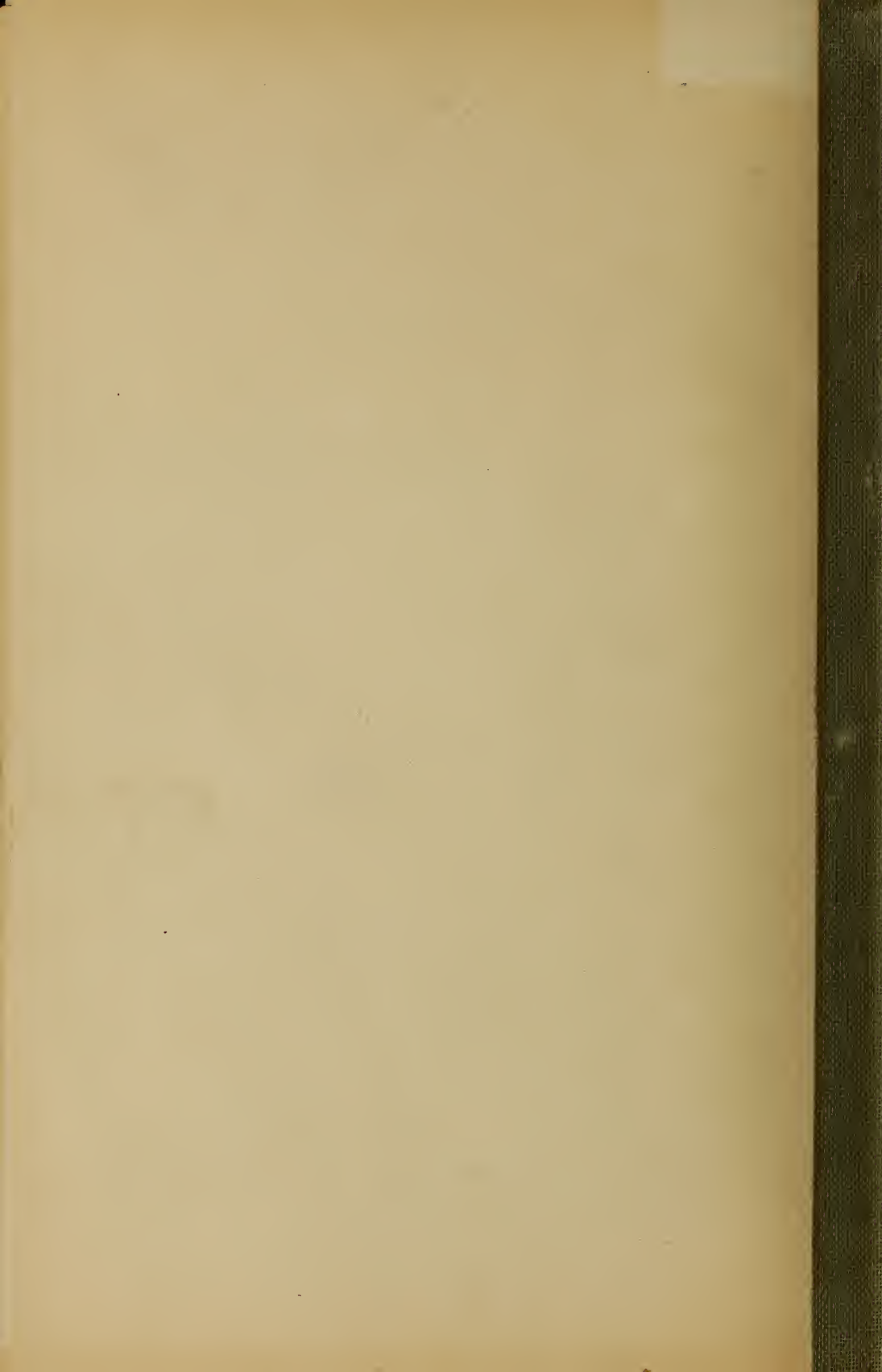
WHAT MAY BE OFFERED.

The lines of work offered may be as follows:

1. Home Economics—Any home projects such as cookery, garment making, millinery, nursing, household decoration, etc., for home makers only.
2. Trades and Industries—Any recognized employment for either men or women.
3. Agriculture—Any farm project, such as farm accounting, animal husbandry, dairying, crops, etc., for farmers only.

Further information regarding Smith-Hughes work may be secured by writing to Wilbur H. Bender, Director of Vocational Education for Iowa, Department of Public Instruction, State Capitol Building, Des Moines, Iowa.





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